



УДК 37.012

DOI 10.18413/2075-4574-2018-37-3-508-517

**ДИАГНОСТИЧЕСКИЙ ИНСТРУМЕНТАРИЙ ОЦЕНКИ УРОВНЯ  
ВОСПИТАННОСТИ ОБУЧАЮЩИХСЯ КОЛЛЕДЖА****DIAGNOSTIC TOOLS FOR ASSESSMENT OF THE LEVEL  
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Статья посвящена проблеме диагностики уровня воспитанности обучающихся колледжа. Под воспитанностью понимается интегративное свойство личности, характеризующееся совокупностью достаточно сформированных социально значимых качеств, в обобщенной форме отражающих систему отношений человека к обществу и коллективу, умственному и физическому труду, к людям, самому себе. Диагностика воспитанности представляет собой процесс выявления уровня воспитанности личности, особенностей проявления ее качеств. Через диагностику классный руководитель устанавливает, как реализованы педагогические задачи, какие из них требуют дальнейшего решения. В статье представлены критерии, показатели и методы диагностики уровня воспитанности обучающихся, которые могут быть использованы в практической деятельности классных руководителей, заместителей директоров по воспитательной работе, работников управлений образования разных уровней. Диагностическая (оценочная) деятельность классного руководителя складывается из определенной последовательности практических действий, обеспечивающих целостность, системность, динамичность воспитательного процесса.

**Abstract**

The article is devoted to the problem of diagnostic of the level of student's upbringing. Upbringing is understood as integrative property of the individual, characterized by a set of sufficiently formed socially significant qualities, in a generalized form reflecting the system of human relations to society and the team, mental and physical labor, to people, to himself. Diagnostic of upbringing is a process of revealing the level of upbringing of a person, the peculiarities of the manifestation of her qualities. Form master's diagnostics helps him to understand how pedagogical tasks are implemented, which of them need further decisions. The article presents the criteria, indicators and methods of diagnostics of the level of upbringing of students, which can be used in the practice of form masters, deputy directors of college for educational work, employees of departments of education of different levels. Diagnostic (evaluation) activity of the form master consists of a certain sequence of practical actions that ensure the integrity, consistency, dynamic educational process.

**Ключевые слова:** воспитанность, диагностика уровня воспитанности, диагностический инструментарий, диагностическая деятельность, классный руководитель, колледж.

**Keywords:** education, diagnostics of the level of education, diagnostic tools, diagnostic activities, form master, college.



## Introduction

The problem of diagnosing the level of upbringing of students is one of the most difficult in pedagogy. This is due both to the ambiguity of the interpretations of the category "upbringing" itself, and to the variety of solutions to the problem of determining the criteria and indicators of the level of pupils' upbringing. The approaches of researchers are different not only in the definition of certain criteria or indicators, but also in determining the essential features of these concepts. A number of well-known scientists (Monakhov N.I., Stepanov E.N., Shilova M.I., Schurkova N.E., etc.) attempted to find tools and mechanisms for studying the results of upbringing undertaken. Nowadays there is an objective need to find adequate methods of diagnostic of students' education, contributing to the construction of effective educational systems.

It has to be said that upbringing is the result of a long, labor-intensive upbringing process of the teaching staff, the college, the family, the peer group and society. N.E. Shchurkova thought that the functions of the upbringing strategy at school are assigned to the director and his deputies who develop the content, forms, criteria, indicators, methods and means of the educational process. The form master makes an individual arrangement of the entire system of educational influences of college, observing the individual development of students, the collective [Shchurkova, 1999]. The form master is the person, who performs the diagnostic of the effectiveness of the upbringing work.

In modern pedagogical literature, upbringing (good breeding) is understood as the integrative property of the personality, as a set of socially significant qualities that are sufficiently formed, the system of human relations to society and the collective, to mental and physical labor, to other people and to oneself. That is, the upbringing of a schoolchild is an integrated indicator of the student's relationship to study, nature, society, people, to himself.

## Results and Discussion

At the outset, it is necessary to start with learning notion "diagnostic of upbringing", which represents a process of revealing the level of upbringing of a person, the peculiarities of the manifestation of her qualities. Through diagnostic the form master determines how pedagogical tasks are realized, which of them require further solutions. Nowadays there are three types of diagnostics in the work of the form master: initial, corrective (current) and generalizing (final).

Firstly, initial diagnostics. This type of diagnostics is necessary to determine the educational tasks that will be implemented in the team in a certain quarter, semester or academic year. Initial diagnostics is carried out in three versions: the first - when the team is formed for the first time and the form master is not yet familiar with the students; the second is when the collective is not new, but the form master first starts working with the group; the third - when the team and the form master already worked together. Thus, the initial diagnosis with the first option is used for in-depth study of students. The second option - the form master in addition to the pupils themselves studies the collective of students. The third option allows the form master to conduct selective diagnostics of the collective and the individual, which is in addition to the previously received information. Secondly, the current (corrective) diagnostics. The current diagnostics is carried out in the process of organizing the activities of student groups, guides the teacher to the changes that occur in the students and the team. The received information helps the form master quickly, accurately, with a minimum of errors to correct his work, improve the style of relations with students and the methods of educational work. The current diagnosis allows the form master to react to changes in the level of upbringing of students. Third, final diagnostics. Final diagnostics is carried out at the end of each academic year. It provides basic data for correcting the pedagogical impact during the next academic year [Sergeeva, 2003].

As a consequence, studying of students should be carried out constantly. Diagnostic information obtained with the help of various methods allows the form master to organize an educational process based on the real state of the upbringing of the classroom and individual students. However, the evaluation of the results of the level of upbringing of students is complicated



by a number of circumstances. First, the lack of reliable, sustainable criteria and indicators of measuring the level of education; secondly, the delay in the results of upbringing in time; third, the influence of a large number of objective and subjective factors: society, the natural and social environment, the college, the family, the media, students' public organizations, etc.

The diagnostic (evaluation) activity of the form master consists of a certain sequence of practical actions that ensure the integrity, system, and dynamism of the educational process. This sequence presupposes: the formulation of specific problems in the study of level of upbringing; selection of criteria and indicators to determine the effectiveness of the process of upbringing; choice of methods and procedures for studying; conducting a survey; processing, analysis and interpretation of the results.

At the stage of determining the tasks of studying pupils, it is important to clearly define what we want to study. Whether this is the manifestation of any personal characteristics, whether the students' attitude toward learning, to his group, to himself, or whether it is the study of interpersonal relationships in the classroom, or whether we want to receive information about the degree of satisfaction of the learner with his stay in the classroom and etc.

The selection of criteria and indicators is the most difficult stage in the diagnostic procedure. Depending on the objectives of the study identified specific indicators - the criteria and indicators that allow you to make informed conclusions about the results of the process of education. A criterion is a characteristic on the basis of which an assessment, definition or classification of something is made; measure of evaluation. The criteria give an opportunity to judge the state of the diagnostic object. The criterion of upbringing is the theoretically developed indicators of the level of formation of various personality traits. As generalized criteria and indicators can act intellectual, moral, aesthetic and other education or the formation of intellectual, moral, aesthetic, communicative and other potential of the individual. Each separate criterion is disclosed in a number of its indicators.

An indicator is a certain quantity or quality of a variable that can appear in a particular object, i.e. it is a measure of the manifestation of a criterion, its quantitative or qualitative characteristics, by which the various states of an object are judged; this is a seemingly distinct feature of the measured criterion [Borytko, 2008]. A large number of indicators can complicate the process of data processing and analysis, therefore, more often three indicators are used so that one can judge the high, average or low levels of upbringing by the number of recorded characteristics.

The choice of methods of study is possible after the definition of tasks, criteria and indicators. At the present time, a sufficient bank of diagnostic techniques has been accumulated, which can be used by practical workers. The choice of techniques also requires the corresponding diagnostic tools - observation protocols, forms for test subjects, forms for experts, etc. The director and the head of the college, a social teacher, teachers, form master, parents, high school students can be as experts.

At the stage of the study, the necessary conditions are created to ensure the purity, reliability and objectivity of the results. The use of several methods, a comparative analysis of the data obtained with their help, increases the reliability of the results, their inter-verification.

Processing, analysis and pedagogical interpretation presuppose the generalization of data, the preparation of tables, charts, graphs showing the dynamics of growth or the decrease of the studied characteristics. Analysis and interpretation of the results of the study allow us to identify the most characteristic trends, the dependencies observed for several years. The information received about individual students, group, or, in general, about the state of the educational system of the college, allows us to identify new goals and ways of achieving them.

Today the greatest difficulty is the definition of a set of criteria and indicators, the choice of techniques, we will consider several possible and already tested in the educational practice options for their integrated use.

Based on the goals, objectives and content of the educational work of the form master, we can distinguish two groups of generalized criteria for the effectiveness of education. The first

group includes procedural criteria that allow to assess the managerial functions of the educator: how are the pedagogical activities and communication of the teacher, how is his personality realized in the labor process, what are his working capacity and health, and what processes of activity and communication he organizes. The second group combines effective criteria, showing how effectively targeted and socio-psychological functions are implemented. The effective criteria reflect the level reached by the learners in their social development. Effective can be considered such a form master's work, in which high and procedural and performance indicators are noted.

Procedural criteria and indicators reflect the nature of interaction between teachers and students, which contributes to the achievement of certain educational outcomes. Unfortunately, in college practice the evaluation of the form master's work on external and formal characteristics continues to dominate - academic performance, documentation, the design of the office, etc. The general and pedagogical culture, the authority of the teacher in children, parents, and colleagues are still underestimated. From the style of leadership of the class and the style of communication between the form master and the children, the relationship between the children and the teacher and between themselves is largely dependent on [Modern concepts of the education of schoolchildren ..., 2009].

In the psychological and pedagogical literature it is possible to meet recommendations on the use of pupils' attitudes toward society, work activity, and individual people (Yakovlev V.A., Belkin A.S., etc.) as an criteria and indices of upbringing, an active life position (Malkovskaya T.N., Rodionova N.F.), personality direction (Bozhovich L.I., Konnikova T.E., Vasilyeva Z.I., Zosimovsky A.V., etc.).

Among the many approaches to the definition of upbringing and its indicators, we can distinguish the following:

1) the indicator of upbringing is the orientation (the first approach is the orientation "on the object", "on other people", "on oneself", the second - the allocation of positive (for good, creation) and negative (for evil, destruction) direction);

2) the indicator of upbringing is the presence of socially significant qualities of a person. The set of these qualities may vary depending on the model of the graduate of a particular institution. As the leading landmarks, one can single out the relation to higher values: to man, work, college, beauty, nature, to oneself;

3) indicators of education are determined on the basis of the structure of the individual: the motivation of the behavior of the learner; knowledge of students in accordance with their age norms and rules of conduct; the formation of skills and behavior in accordance with the age of the student; in general, the behavior of learners.

The criteria for education, according to Podlasoy I.P., can be conditionally divided into "hard" and "soft" [Podlasoy, 2003]. "Hard" criteria include important statistical indicators: the number of committed offenses and the trend of their change; the rate of spread of drunkenness, drug addiction, smoking among youth; number of children abandoned by parents, etc. Such criteria are used in pedagogy relatively rarely. To characterize college education, "soft", lightweight criteria are used that help educators get a general idea of the course and results of the educational process. But they do not provide an opportunity to penetrate deeper, reliably diagnose hidden qualities, in addition, they do not provide a comprehensive approach to diagnosing upbringing, but consider only certain qualities.

Defending the criterial-level approach, Bondarevskaya E.V. proposes to study education by various criteria at different levels: at the level of development of moral feelings, attitudes, stable motives and orientation of the individual, at the level of the world view. The real manifestations of these components are considered by it as criteria of moral education, among which the author calls the level of value-semantic development and self-organization of the individual; the ability to moral self-regulation of behavior; a measure of pedagogical assistance that the child needs in his self-development [Bondarevskaya, 1994].



Studying the problems of the education of students, Vasilyeva Z.I. draws attention to the fact that the orientation with a high level of its formation is characterized by socially significant personalities - a scientific worldview and ideology, value orientations. At different age stages the direction is manifested in the form of simple formations: relations to the surrounding reality, work, people. These relations are expressed in actions and actions, in judgments, assessments and self-assessments. A representative index of the upbringing of a schoolchildren Vasilieva Z.I. recognizes the presence of social and moral qualities. She proposes to study both individual qualities of the individual, and their complexes and totality [A study of the schoolchild's personality by the teacher, 1991].

The point of view of Shilova M.I., which examines the qualities that characterize the upbringing of schoolchildren, as a result and the generalized expression of stable relations of the individual, her activity and behavior, deserves attention. According to the author, moral qualities are formed on the basis and in connection with other personal entities that reveal the relationship of a person to society, work, humane attitude towards people and essentially demanding of oneself [Shilova, 1982].

As the main criteria for the effectiveness of the educational system Karakovskiy V.A., Novikova L.I., Selivanova N.L. offer two sets of criteria. The first group - the criteria for the fact, the second group - the quality criteria. The criteria for the fact are: the orderliness of the life activity of the school, the existence of the established school collective, the integration of educational influences into the complexes, into large organizational forms, etc. The quality criteria include: the degree of proximity of the education system to the goals, the overall psychological climate, the style of relations, the level of education. As we see, the level of upbringing is recognized as an important criterion for assessing the effectiveness of the educational system as a whole. To determine the level of the pupil's upbringing and personal development, the person's orientation toward universal values (Man, Family, Labor, Knowledge, Culture, Fatherland, Earth, Peace), intelligence, creativity, adaptability, self-esteem, independence in judgments and responsibility in actions [Karakovsky, 2000].

Gazman O.S. thought, the main criteria for the effectiveness of the educational process are: the child's readiness for self-determination, self-realization, self-organization and self-rehabilitation; development of individual abilities of the child; the moral orientation of the individual; physical and mental health of the student; the formation of the student's basic culture; protection of the child in a social environment [Gazman, 2003].

According to the position of Shchurkova N.E., the criteria for the upbringing of the person are truth, goodness, beauty, which can be supplemented by more specific indicators: the appearance of the child, the physical and mental development of the schoolchild, the behavior of the child in school and outside the school, the participation of children in various activities and their quality; abilities and well-being of children, the child's attitude to his "I" [Schurkova, 2002].

Turning to the problem of assessing the upbringing of students, Rozhkov M.I. and Bayborodova L.V. believe that it is not necessary to have common criteria and indicators for all educational institutions. They are determined by teachers and pupils, based on the state of the educational system, its goals and objectives. As the main criterion of the upbringing of schoolchildren, it is proposed to study the direction of the individual, manifested in her views, beliefs, value orientations [Rozhkov, Bayborodova, 2000].

As a kind of criteria and indicators V.P. Sozonov the properties (qualities) characterizing the inner world of a person, his relations, attitudes are examined. These include: self-esteem and self-confidence in the legitimacy and responsibility of one's own being; ability to reflect, owning one's feelings, one's own behavior; knowledge of oneself, one's own characteristics; recognition of others; ability to understand, empathy, empathy; self-esteem; readiness to overcome life problems; emotional and intellectual independence; ability to receive satisfaction from life, to be happy [Sozonov, 2002].

Concluding what has been said above, we want to stress that although scientists differ in determining criteria for upbringing, leading signs, indicators that reveal its essence and level,

they all unanimously acknowledge the need to take into account age features when studying the level of upbringing of learners. Students like some schoolchildren become subjects of active activity and self-education not immediately, but as their intellectual capabilities develop, their ability to evaluate and self-assess, regulate their behavior and the behavior of others, and the independent organization of their activities.

In modern college, as a criterion for diagnosing the level of upbringing of students are most often used: attitudes toward learning (curiosity, the desire to learn and gain knowledge, efficiency, discipline); attitude to work (accuracy and laboriousness of labor efforts, the habit of bringing the business to the end, careful attitude to the work of other people); attitude to nature (careful attitude to nature, compliance with the rules of cleanliness on the streets of the city); attitude towards others (sympathy, friendliness, politeness); striving for a healthy lifestyle (observance of personal hygiene rules, neat appearance, care), etc. The upbringing of a teenager is characterized by the ability to communicate, the willingness to cooperate with a peer group, the ability to take responsibility for themselves. Duty and responsibility, frugality, discipline, responsible attitude to study, attitude to social work, collectivism, comradeship, kindness and responsiveness, honesty and justice, simplicity and modesty, cultural level are the criteria for the upbringing of high school students.

The presented approaches to the definition of criteria and indicators show that their systematic use for a long time allows you to monitor the dynamics of the changes taking place in the context of the holistic author's concept of upbringing. It is in any case obvious that the development of recommendations for improving educational work should be based on the results of a comparative analysis of the different directions of education conducted with the help of a single research toolkit.

It is clear that in each educational institution criteria and indicators, a set of methods for studying the effectiveness of educational activities is selected. This complex includes both traditional methods (pedagogical observation, questioning, methods of peer review and self-assessment), and modern methods of psychological and pedagogical diagnostics. In the choice of methods should not be carried away by complex psychological tests, techniques that require special psychological preparation for the conduct of a qualified psychological and educational interpretation. When using such methods, consultation with the school psychologist is necessary.

Empirical material can be collected by a form master using research methods such as interview methods (conversation, interview, questionnaire), observation (direct, indirect), pedagogical consultation, product activity analysis, biography research, rating, self-evaluation, sociometry, experiment and etc.

Conversation is a method of establishing in the course of direct communication personal characteristics of the student, allowing to obtain information of interest with the help of pre-prepared questions. For the success of the conversation, the following conditions are necessary: 1) a clear statement of purpose; 2) the correct choice of place and time; 3) sincere respect and benevolent attitude towards the student; 4) the ability to speak and listen.

The interview involves preconceived questions, intonation of the conversation, preparation of the venue. Advantages of the method are that it makes it possible to combine it with monitoring the reaction to questions, the psychological state of the answers. The drawbacks include the subjective difficulties of interview participants.

The questionnaire allows you to find out not only the opinions of students on the issues you are interested in, but also to identify their propensities, links, value judgments. Advantages of the method is that it allows for a relatively short time to study the opinion of a large number of people. The disadvantage is that the objectivity of the students is small. Therefore, it is impossible to draw conclusions only on the basis of questionnaires [Monitoring and Diagnosis in the Management of the Educational Process in School, 2011].



Observation of students in natural or in specially created educational situations allows for a long time to record the characteristics of behavior, the relationship of children in different conditions. But personal observation can not become for the teacher the only source of studying the qualities of the learner, since it is one-sided and subjective.

Analysis of products of activity is the study of college notebooks, drawings, essays, tests, handicrafts. This method allows you to judge the interests, aptitudes of the student, certain traits of character (accuracy, negligence, criticality of thought, independence).

Inclusion of children in different types of activities, the performance of individual and collective assignments within a group or college, information on the quality of their performance provides valuable information about the personal characteristics of pupils.

The method "pedagogical consultation" is necessary for an objective comprehensive study of the individual and the collective. A pedagogical consultation can discuss the characteristics of an individual student, group, or collective. One can suggest the following scheme for the preparation of a pedagogical consultation: 1) the definition of a specific goal; 2) formulating the purpose of the program for studying the personality or collective; 3) the formation of a group for the study of the individual or collective; 4) the choice of methods of study.

Sociometry is used to diagnose interpersonal and intergroup relationships in order to change, improve and improve them. The sociometric procedure can have the following objectives: 1) measuring the degree of cohesion / separation in the class; 2) revealing "sociometric positions", i.e., the relative authority of students on the grounds of sympathy-antipathy; 3) detection of intra-group subsystems, cohesive formations, at the head of which may be their informal leaders.

The use of methods of survey, rating, methods of generalization of independent characteristics, etc. assumes the involvement of teachers and form masters to directly participate in assessing the level of upbringing of students or group. The findings enrich teachers' knowledge of children, help them understand possible causes of negative or positive behavior.

In assessing the level of upbringing of students it is important to know the students' opinion about themselves, to give them an opportunity to assess themselves, their attitude and behavior within the framework of the problem under consideration. This can be done by using the self-assessment method. According to scientists, the evaluation of a person's own qualities is a powerful stimulus to self-education, self-development of the individual.

In Table 1 we present a generalized system of criteria for the upbringing of learners, revealed through a set of indicators, which corresponds to a set of traditional methods and psychological and pedagogical methods for studying the effectiveness of educational activities.

Table 1.

Criteria, indicators and methods of diagnosis of the level of education of students

Criteria of the upbringing of students	Indicators	Methods of study
I. Formation of the cognitive potential of the student's personality	1. Student learning of the educational program 2. Development of thinking 3. Cognitive activity of students 4. Formation of educational activity	1. School test of mental development 2. Statistical analysis of current and final progress of students 3. Methods of studying the development of the cognitive processes of the child's personality 4. The method of peer review 5. Self-assessment method by students 6. Pedagogical supervision



The end of the table 1.

<p>II. Formation of the moral potential of the student's personality</p>	<p>1. The moral direction of personality 2. The formation of the child's relationship to the motherland, society, family, school, classroom, self, nature, school and work 3. Social activity.</p>	<p>1. Test by N.E. Schurkova "Reflection on life experience" (an adapted version for younger students can be used) 2. Methods of S.M. Petrova "Russian proverbs" 3. Methods of the "Act of Volunteers" (L.V. Bayborodova) The methods of studying the socialization of students (M.I. Rozhkov) The methods of determining the public activity of students (E.N. Stepanov) "Unsigned thesis" "The situation of free choice" (L.V. Bayborodova) 4. The method of ranking 5. Technique "Turnip" ("What's in me grew"), "Shop" (O.V. Soloviev) "Goldfish", "Tsvetik-semitsvetik" (I.M. Vitkovskaya)</p>
<p>III. Formation of communicative potential of students' personality</p>	<p>1. Communicable 2. Formation of communicative culture of students 3. Knowing etiquette of behavior</p>	<p>1. The methods of identifying students' communicative inclinations (R.V. Ovcharova) 2. The method of peer review 3. Self-assessment method for students 4. Educational Supervision 5. Methods for determining the level of development of a culture of communication and self-regulation (V.P. Sergeeva)</p>
<p>IV. Formation of aesthetic potential of students' personality</p>	<p>1. The development of a sense of beauty 2. Formation of other aesthetic qualities 3. Participation in artistic and aesthetic activity</p>	<p>1. The Torrance Methods 2. The method of peer review 3. Self-assessment method for students 4. Educational Supervision</p>
<p>V. The formation of the physical potential of the individual student</p>	<p>1. Health of a school graduate 2. Development of physical qualities of personality 3. Participation in sports activities of a group, college</p>	<p>1. Statistical medical analysis of the student's health 2. Implementation of control standards for testing the development of physical qualities 3. Pedagogical observation</p>
<p>VI. Students' satisfaction of school life</p>	<p>1. Comfortability of the child at school 2. Emotional-psychological position of the pupil at school (class)</p>	<p>1. The methods "Studying student's satisfaction with school life" (A.A. Andreeva) 2. Methods "Our relations", "Psychological atmosphere in the team" (R.S. Nemov) 3. The methods for determining the attractiveness of a group of classmates for a students (V.P. Sergeeva) 4. The questionnaire "You and your school" 5. Sociometry</p>





As the table shows there are a lot of criteria, indicators and methods of diagnosis of the level of education of students. We have given here only a few examples.

### Conclusion

As mentioned previously, diagnostics of the students' upbringing is a constant observation of students in their individual and collective activities, recording and analyzing their actions, attitudes and motives. Besides, this is a tracing of the emotional state of a student, which is colored by one or another of his activities.

Determination of the level of upbringing of the learners makes it possible to reveal the measure of the identity of the person attending the planned educational result and the degree to which the goal and tasks of the educational work of the educational institution are being realized. Without studying the levels of student's upbringing, it is impossible to specify the goals of education, to implement an individual and differentiated approach to students, to overcome formalism in educational work.

Lastly, the pedagogical collective of the college, building its own educational system, determines the set of criteria and indicators of the effectiveness of educational work that are adequate to it, and the level of education of students. Thus we see that the presented criteria, indicators and methods for diagnosing the level of upbringing of learners can be used in the practical activities of not only form masters, but also deputy directors of college for educational work, as well as employees of educational departments of different levels.

*\*Исследование выполнено в рамках государственного задания НИУ «БелГУ» на 2018 год, проект №27.13100.2018/12.1*

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